



OREGON
DEPARTMENT OF
EDUCATION

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Rules Revision

Review of Oregon Admin Rules

- [House Bill 2016](#)
- [OAR](#)



AABSS Plan

[African American/Black
Student Success Plan \(2017\)](#)



AI/AN Plan

[AI/AN Student
Success Plan \(2020\)](#)



Latino/a/x Plan

[Interim Latino/a/x Student Success
Plan \(2020\)](#)



EL

[EL Strategic Plan](#)

[EL Strategic Plan
Update \(2016\)](#)

Schedule for Review of Plan/Rules

- Dec 4 - Advisory Meeting: Review of Early Draft Rules/Plan
- Jan 8 - Advisory Meeting: Input on Draft Rules/Plan
- Jan 14 - Rules Advisory Committee (RAC): Review Draft Rules/Plan
- Feb 5 - Advisory Meeting: Input on Draft Rules/Plan
- Feb 11 - RAC: Review Draft Rules/Plan
- Feb 18 - State Board of Education (SBE) meeting- 1st Read: Rules and Plan
- March 18 - SBE meeting - 2nd Read - Adoption Rules and Plan
- March through June: New grant process for 21-23 biennium

Review of Oregon Admin Rules: Overview

Sections

- **Definitions** (AABSS - [581-017-0550](#); AI/AN [581-017-0675](#); Latinx [581-017-0693](#))
- **Establishment** (AABSS - [581-017-0553](#); AI/AN [581-017-0678](#); Latinx [581-017-0696](#))
- **Eligibility** (AABSS - [581-017-0556](#); AI/AN [581-017-0681](#); Latinx [581-017-0699](#))
- **Criteria** (AABSS - [581-017-0559](#); AI/AN [581-017-0684](#); Latinx [581-017-0702](#))
- **Funding** (AABSS - [581-017-0562](#); AI/AN [581-017-0687](#); Latinx [581-017-0705](#))
- **Reporting** (AABSS - [581-017-0565](#); AI/AN [581-017-0690](#); Latinx [581-017-0708](#))

Review of Oregon Admin Rules

Committee Review Process Discussion

- Section by Section Review and Comparison
- Comprehensive Review
- Plan updates
- Jan 14 - RAC: Review Draft Rules/Plan
- **February 18** - SBE meeting - 1st Read Rules and Plan
-

Review of Oregon Admin Rules

<https://docs.google.com/document/d/1pJXKFYR8g4LJZRxJ5XJlwPdCN8JxFmsA/edit#>

Review of Oregon Admin Rules: Overview

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Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

The following definitions apply to OAR 581-017-0550 to 581-017-0682:

- (1) “Achievement gap”
- (2) “African American/Black Student Success Plan Grant”
- (3) “Community-based organization”
- (4) “Culturally responsive”
- (5) “Culturally Specific Organization”
- (6) “Disproportionate discipline”
- (7) “Non-profit organization”
- (8) “Opportunity gap”
- (9) “Student”

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

- (1) “Achievement gap”
- (2) “African American”
- (3) “African American/Black Student Success Plan Grant”
- (4) “African Diaspora”
- (5) “Black”
- (6) “Community-based organization”
- (7) “Community Voice”
- (8) “Culturally responsive”
- (5) “Culturally Specific Organization”
- (6) “Disproportionate discipline”
- (7) “Non-profit organization”
- (8) “Opportunity gap”
- (9) “Student”

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(1) “Achievement gap” means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(1) “Achievement Gap” means any significant and persistent measurable disparity in academic performance or educational attainment between different groups of students, such as white students and African/African American/Black/African diaspora students, for example, or students from higher income and lower income households.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(4) “African Diaspora” means the worldwide distribution of peoples descended from native Africans or people from Africa, living outside of the continent by choice, or most predominantly against their will, particularly the descendants of Africans who were involuntarily migrated via the slave trade between the 16th and 19th centuries, including the Transatlantic slave trade. The diaspora is vast and includes displaced Africans living in numerous countries around the world.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(2) “African American” means a person of African descent living in America, including African immigrants. African Americans are members of the African diaspora.

(5) “Black” means an individual who was born in or has immigrated to America from Africa, the Caribbean, or South and Central Latin America and their descendants. Black people are members of the African diaspora.

Discuss: Census definition of Black or African American - person having origins in any of the Black racial groups of Africa.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

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(4) “African Diaspora” means the worldwide distribution of peoples descended from native Africans or people from Africa, living outside of the continent by choice, or most predominantly against their will, particularly the descendants of Africans who were involuntarily migrated via the slave trade between the 16th and 19th centuries, including the Transatlantic slave trade. The diaspora is vast and includes displaced Africans living in numerous countries around the world.

(5) “Black” means an individual who was born in or has immigrated to America from Africa, the Caribbean, or South and Central Latin America and their descendants. Black people are members of the African diaspora.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(3) “Community-based organization” means a nonprofit organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves. This includes culturally specific organizations that have an expressed mission of providing services to specific populations within a community.

(7) “Community Voice” means that members representing the community served by the project will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(4) “Culturally responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

(8) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge and experience of students served by the plan in teaching, learning, assessment, and support. This includes identifying and valuing: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant culture values of achievement or success.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(5) “Culturally Specific Organization” means local organizations led and staffed by persons of color that primarily serve communities of color; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(9) “Culturally Specific Organization” means means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community’s strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.; and how their services have been adapted to those cultural norms.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(10) “Disproportionate Discipline” means disproportionate rates of suspensions and expulsions for African American/Black students compared to their white classmates who commit similar infractions and who have similar discipline histories.

- Disproportionate “**Disproportionate**” refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students. What is “proportionate,” however, must also be critically analyzed and addressed in terms of its values, intent, and ideology.

From Establishment:

(a) Decrease the disproportionate rate of disciplinary incidents;

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(7) “Non-profit organization” means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501(c)(3) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(8) “Opportunity gap” means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

(12) “Opportunity gap” means **the unequal or inequitable distribution of resources and opportunities, particularly the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate that inequitable distribution for certain groups of students, for example a school offers AP classes but erects barriers that limit the enrollment of African/African American/Black/Diaspora students.**

Review of Oregon Admin Rules: Definitions

581-017-0550

Definitions

(9) “Student” means individuals who self-identify as African American and/or Black who are enrolled in early childhood through post-secondary education.

(13) “Student” means an individual who is **enrolled** in early childhood through post-secondary education programs and who is African, African American, Black or otherwise part of the African Diaspora.

Review of Oregon Admin Rules: Establishment

581-017-0553

Establishment

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students. **The programs and services to be provided under the grant will address one or more of the following indicators:**

(a) - (l)

(2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:

(a) The scale-up of an existing program or service; and

(b) The implementation of a new program or service.

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the African American/Black Student Success Plan.

Review of Oregon Admin Rules: Establishment

581-017-0553

Establishment

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(a) - (l)

Review of Oregon Admin Rules: Establishment

- (1)... The programs and services to be provided under the grant will address one or more of the following indicators: (list corresponds to legislation)
- (a) Decrease the disproportionate rate of disciplinary incidents;
 - (b) Increase parental engagement;
 - (c) Increase the engagement of students in educational activities before and after regular school hours;
 - (d) Increase participation in kindergarten readiness and early childhood education programs;
 - (e) Improve literacy and numeracy levels across the kindergarten to grade three;
 - (f) Support student transitions to middle school to maintain and improve academic performance;
 - (g) Support student transitions from middle to high school grades to maintain and improve academic performance;

Review of Oregon Admin Rules: Establishment

(1)... The programs and services to be provided under the grant will address one or more of the following indicators:

- (h) Support the development and implementation of culturally responsive pedagogy and practices from in early childhood through post-secondary education;
- (i) Support the development of culturally responsive curricula from early childhood through post-secondary education;
- (j) Increase attendance of students in community colleges and professional certification programs;
- (k) Increase attendance of students in four-year post-secondary institutions of education; or
- (l) Increase financial resources to sustain and advance the work of the African American/Black Student Success Plan.

Review of Oregon Admin Rules: Establishment

581-017-0553

Establishment

- (2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:
- (a) The scale-up of an existing program or service; and
 - (b) The implementation of a new program or service.

Review of Oregon Admin Rules

581-017-0553

Establishment

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the African American/Black Student Success Plan.

Compare:

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students.

Review of Oregon Admin Rules: Eligibility

Eligibility

(1) To be eligible to receive the African American/Black Student Success Grant, an organization must:

(a) Be an early learning hub, a provider of early learning services, a school district, an education service district, a post-secondary institution of education, a community based organization or a culturally specific organization;

Review of Oregon Admin Rules: Eligibility

Eligibility

- (b) Serve a number of African/African American/Black/African Diaspora Student and youth populations and their families as determined by the Oregon Department of Education in consultation with the African American Black Student Success Plan Advisory Committee;
- (b) For existing programs or services that are being scaled up, provide data to the Department of Education documenting that the majority of their students who are served through the programming or services by the organization are African/African American/Black/African Diaspora;
- (c) For new programs or services, provide information to the Department about how the program or services will serve African/African American/Black/African Diaspora students; and

Review of Oregon Admin Rules: Eligibility

Eligibility

(1) To be eligible to receive the African American/Black Student Success Grant, an organization must:

(e) Be actively engaged in or prepared to enter into an inclusive partnership and or consortium with other eligible entities invested in the success of the project that seeks to close gaps for African American/Black students through the implementation of culturally responsive programming or services. The partnership or consortium must meet the following criteria:

(A) Consortia and partnerships must include a culturally specific organization.

(B) If the organization is a culturally specific or community-based organization, it must have at least one school district or post-secondary institution as a partner.

(C) If the organization is an early learning hub or provider of early learning services, it must have at least one school district or post-secondary institution as a partner.

Review of Oregon Admin Rules: Eligibility

Eligibility

(2) A single grant proposal may include more than one eligible applicant, but the **Lead** agent must be one of the eligible applicants identified in subsection (1) of this rule.

Review of Oregon Admin Rules: Criteria

Criteria

- (1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the African American/Black Student Success Plan for Grant funds. All proposals must comply with the requirements of the Department's Procurement process. Grants shall be awarded based on the following criteria:
- (a) Ability of the applicant to identify how funds will be used to address school attendance and chronic absenteeism, Pre-K to 3rd grade, middle and high school, utilizing programs that create educational supports and developmental assets leading to continual and increased attendance for African American and Black students. In Pre-K programs, this is specific to increased attendance in early learning programs which foster success upon entering the K-12 education system. A critical examination of the negative impact of disproportionate rates of African American/Black students named in discipline behaviors leading to suspensions and expulsions is also a key component in this area;
 - (b) Ability of the applicant to demonstrate knowledge, experience, and expertise in addressing parent and community engagement to improve academic achievement and graduation rates for African American and Black students; and
 - (c) Ability of the applicant to increase student participation in summer school, improved academic preparation, transitions from early childhood to kindergarten, middle school to high school, high school to college and/or increase graduation rates and decreased dropout rates.

Review of Oregon Admin Rules: Criteria

Criteria

(a) Ability of the applicant to identify how funds will be used to address school attendance and chronic absenteeism, Pre-K to 3rd grade, middle and high school, utilizing programs that create educational supports and developmental assets leading to continual and increased attendance for African American and Black students. In Pre-K programs, this is specific to increased attendance in early learning programs which foster success upon entering the K-12 education system. A critical examination of the negative impact of disproportionate rates of African American/Black students named in discipline behaviors leading to suspensions and expulsions is also a key component in this area;

(a) Whether the proposed project successfully implements the strategies and objectives provided in the African American Black Student Success Plan; and

(b) Ability of the applicant to demonstrate knowledge, experience, and expertise in addressing parent and community engagement to improve academic achievement and graduation rates African/African American/Black/African Diaspora students; and

(c) Whether the applicant authentically and consistently engages Community Voice in the proposed project;

Review of Oregon Admin Rules: Criteria

Criteria

(2) The Department shall give **priority** to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for addressing the needs of African American and Black student populations, including demonstrated intentions to work in a collaborative way with school districts or post-secondary institutions.

Review of Oregon Admin Rules: Criteria

Criteria

(2) The Department shall give **priority** to proposals that meet the minimum criteria and:

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(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for addressing the needs of African/African American/Black/African Diaspora student populations, including demonstrated intentions to work in a collaborative way with school districts or post-secondary institutions.

(c) Geographic location of grant applicants to ensure geographic diversity and representation within the recipients of and students served by grant programs funded throughout the state. This includes areas of the state that demonstrate a lack of services specific to the needs of African/African American/Black/African Diaspora student and as identified in the plan;

Review of Oregon Admin Rules: Criteria

Criteria

- (3) The Department of Education shall **allocate funds** for the grant program based on the evaluation of the grant application and the following considerations:
- (b) Geographic location of grant applicants to ensure geographic diversity and representation within the recipients of and students served by grant programs funded throughout the state. This includes areas of the state that demonstrate a lack of sufficient services for African American/Black students;
 - (c) Whether grant applicants demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for African American and Black students; and
 - (d) Whether applicants demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for African American and Black students.

Review of Oregon Admin Rules: Criteria

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(3) The Department of Education shall **allocate funds** for the grant program based on the evaluation of the grant application and the following considerations:

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Review of Oregon Admin Rules: Criteria

Criteria

(3) The Department of Education shall **allocate funds** for the grant program based on the evaluation of the grant application and the following considerations:

(c) Whether grant applicants demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for **African/African American/Black/African Diaspora** students; and

(d) Whether applicants demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for **African/African American/Black/African** Diaspora students.

Review of Oregon Admin Rules: Funding

Funding

- (1) Grantees shall submit a detailed budget narrative and complete a budget template for the program or service that being funded through the grant.
- (2) Grantees shall use funds received for the current program scale-up and new program planning and implementation as outlined in the request for proposal.
- (3) Grantees must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.

Review of Oregon Admin Rules: Funding

Funding

- (4) Applicants must submit a detailed budget that explains how Grant funds will be used.
- (5) Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed as follows:
 - (a) Up to five percent for school districts, early learning hubs, or post-secondary institutions of education; or
 - (b) Up to 15 percent for Community-Based Organizations, or providers of early learning services.

Review of Oregon Admin Rules: Reporting

Reporting

The Oregon Department of Education shall provide to grant recipients a template for an interim and final grant report. Grantees are required to submit a final report prior to receiving their final request for funds.

Grant recipients must report project or program outcomes in the manner and form required by the Department. Grantees are required to submit a final report prior to receiving their final request for funds.